



2015 - 2016 Agenda & Notes

The ELL Network is a forum for southeast Nebraska district personnel to discuss issues related to the of English Language Learners. These sessions are the primary means of sharing information throughout the ESU 4 Title III Consortium; however, a majority of our time is devoted to studying effective instruction, sharing and exploring resources, learning of updates from NDE, and networking with colleagues. We welcome all districts and personnel interested in English Language Learners, regardless of Title III affiliation or position.

For more information and materials, please visit www.esu4ell.wikispaces.com !

September 25, 2015

Time: 9:00 am - 3:00 pm

Location: Nebraska Association - School Administration (NCSA), Lincoln, NE

Cost: \$0 (no breakfast or lunch included)

Attendees

Please add your name and district to the list!

- Jen Madison, ESU 4
- Nancy Rowch
- Nick Ziegler, ESU 5
- Lori Toepfer, Blue Hill
- Salomé Ausín-Dodge, Beatrice Public Schools
- Sally Carter, Aurora Public
- Beth Roelfs, Diller-Odell
- Peter Lyness, Milford Public
- Ashleigh Lange, Nebraska City Public Schools
- Amanda Skalka, South Central Nebraska USD #5
- Mark Anderson, York Public Schools
- Jocelyn Gray, Seward Public Schools
- Jason Hippen, Nebraska City Public

- Amber Hower, Nebraska City Public Schools
- Kyla Petersen, Dorchester Public School
- Lisa Weber, Johnson County Central Public Schools
- Connie Biaggio, Seward Schools
- Ita Mendoza - Harvard

Recommended Agenda Additions:

- Add your discussion topics/questions to this list. Please include your name.
- I am looking for online resources to help elementary and middle school students develop vocabulary skills and understanding of multi meaning words.
- A quick sheet of accommodations, modifications to assignments for ELL students.
- Empathy building/staff training on the need of ELL students.
- Training on how to use testing data (IPT and ELPA results) to modify ELL student learning

Agenda & Notes

- 9:00 Welcome, Agenda Overview, Introductions
 - This Google doc agenda will also serve as our collaborative note taking space. Please help record ideas, information, and questions in a professional manner. After the meeting, Jen will finalize this document with our notes, and post it at <http://esu4ell.wikispaces.com/ELL+Network>.
 - Please prepare to introduce yourself (e.g., name, position, ELL population in your school/district).
- 9:30 am Strategy Study, Jen Madison
 - *Classroom Instruction that Works with ELLs, 2nd Edition*: Chapter 9 (p. 118-131)
 - [Text Protocol](#)
- 10:00 am ELL Tech Tools, Nick Ziegler, ESU 5
 - Authentic Text: [Newsela.com](#)
 - FREE
 - Lisa Weber (Johnson County Central) is using the free version with high school students.
 - Leveled Texts (by [Lexile](#))
 - Allows for differentiation - - but reading same article
 - Pro = roughly \$18 per student, discounts for larger numbers
 - Track progress, assign texts
 - Jen will look into a consortium purchase per the group's request. Likely, Newsela could be an allowable Title III supplemental resource.
 - Authentic News Radio: [ListenCurrent.com](#)
 - FREE
 - NPR news pieces
 - Original speed or "slower"
 - more middle /high school level

- Additional support: graphic organizers, worksheets, socrative quizzes
- Premium = \$ not clear
 - Interactive transcripts, online submission, lesson plans
 - Jen will look into a consortium purchase per the group's request. Likely, Newsela could be an allowable Title III supplemental resource.
- Authentic Songs: Lyricstraining.com
 - FREE
 - Popular Music Videos
 - Karaoke style
 - Fill in the blanks
 - NEW teacher feature allows teachers to blank out specific parts of the lyrics
- Other Tech Tools you like?
 - iOS App: TapToTalk
- 10:35 Break
- 10:50 Rule 15 Check-Up
 - *This brief review, using [Appendix D of the Rule 15 Guide for Implementation](#), will allow us to discuss particular sections of Rule 15. This is your opportunity to ask questions, gather ideas, and determine needs.*
 - **Important Note: Our consortium will be due for a monitoring visit in the spring of 2017. At that time, Jen will need to submit to NDE certain documents from EACH member district. For example, each district will likely need to submit information about its core language instruction program and materials referenced in this section 004 of Rule 15. We will take time at THIS AND FUTURE sessions to address the required evidence more explicitly.**
 - Resources:
 - [Rule 15](#)
 - NDE [ELL Program Guide for Administrators \(2013\)](#), p. 5-12
 - [Nebraska ESEA/NCLB...Monitoring Guide Checklist](#), p. 28-29
 - [Nebraska English Language Proficiency \(ELP\) Standards](#)
 - **Section 004 Language Instruction Educational Programs**
 - **Please be prepared to submit information about your LIEP!** Currently, I anticipate a Google Form with pull-down and text responses:
 - District Name
 - Staff FTE (ESL teachers, dedicated paras)
 - LIEP (ESL Push-In/Pull-Out, Newcomer, Sheltered Instruction, Structured Immersion, Dual Language, Transitional Bilingual)
 - Core Language Materials and/or Activities (e.g., used as primary means of language instruction)
 - Supplemental Activities and Resources (e.g., summer school, tutoring, Rosetta Stone, Imagine Learning)
 - **Section 008 Program Review**
 - **Please be prepared to submit your district's current written report (2014 -15 data) prior to June 30, 2016.** (If this isn't feasible for your district, please let me know.)
 - Program Review Workshop

- December 7, 2015
 - NCSA, 9am-3pm
 - Register at www.esu4.org and send teams!
 - [Plickers](#) demonstration question: Where are you with the program review?
 - A. 2014-15 is complete and on file!
 - B. My district plans to attend on December 7.
 - C. 2014-15 is on my mind, but not scheduled.
 - D. Help!
- Written Report Template Ideas: In response to several questions asking for a sample of the written report to be kept on file, I've attempted to draft one. It's a starting point that both Nancy and Terri have reviewed. If helpful, feel free to copy and use it! Remember, there is not a specific format that must be used. As more examples emerge, I will share them!
 - [Written Report Template Draft](#) (This Google Doc is open for comment and can be copied and/or downloaded.)
 - [LEP Data Sheet](#) (This Google Doc is open for comment and can be copied and/or downloaded.)
- Title III Consortium Updates
 - What can the ESU 4 Title III Consortium do for you?
 - [Program Agreement](#)
 - Grant Budget
 - Balance of LEP Carryover (2014-15): ~\$30,000
 - Anticipated LEP Current Year (2015-16): \$46,240
 - Balance of IE Carryover (2014-15): ~\$4800
 - Anticipated IE Current Year (2015-16): \$17,473
 - For a list of authorized activities, see NDE <http://www.education.ne.gov/NATLORIGIN/>
 - Transition to ESU 4
 - Expect paperwork from ESU 4 (919 16th St., Auburn, NE 68305):
 - Jen Madison, jmadison@esu4.net
 - Sue Knickman, sknickman@esu4.net
 - NEW Reimbursement Forms (for use for expenses on/after October 1, 2015)
 - New forms will be linked to the wiki as soon as they are available: <https://esu4ell.wikispaces.com/Consortium+Information>
 - District substitute rates will be honored when reimbursed by the grant.
 - Use the current government rate for mileage reimbursement (currently \$0.575 per mile).
 - Professional Development Offerings
 - The following opportunities can most likely be funded through Title III (i.e., registration, mileage, and possibly hotel). Please contact Jen if interested.
 - ESU 3 (LaVista): [Developing Academic Language for English Learners](#)
 - [OPS ELL Conference](#)
 - [Iowa Culture and Language](#) (Kate Kinsella), Nov 9-11
 - [MIDTESOL](#), October 23-24, Iowa City
 - Jen is researching possible topics/presenters for the summer of 2016. The group discussed the following options and agreed to move forward with the CAL newcomer option in late May or late June.
 - [CAL Proposal](#): <http://www.cal.org/areas-of-impact/english-learners> (newcomers)

- *Classroom Instruction that Works With English Learners* series (presented by a trained Nebraskan or national presenter)
 - OCR/DOJ
 - Kansas City office
 - [OCR/DOJ English Learner Tool Kit](#)
 - Your Ideas?
 - (Please list them here!)
 -
- [Imagine Learning](#) Update
 - Updated to v 14x in late May 2015
 - [Guides & Resources](#)
 - Joyce (our trainer) plans to be at our January ELL Network session for Q & A. Do we want to schedule a new user and/or advanced user training session? Please add your name to the appropriate list(s) if interested.
 - New User Training
 - Sally Carter
 -
 - Advanced Training
 -
 -
 - In-School Visit from Joyce
 - Sally Carter ?
 -
- *Rosetta Stone* Update
 - Updated to *Foundations* in late May 2015
 - [Learner Orientations](#) Webcasts
 - [Additional Information](#) (This Google folder contains several items shared by our representative.)
 - Please provide information for new student users:
 - first, last name
 - gender
 - birth year & month (YYYY-MM)
 - optional information (curriculum level, interface language)
- TransAct Information
 - <http://www.transact.com/>
 - [TransAct Quick Start Guide and Tips](#)
 - Reminder: TransAct *does* offer on-demand translation services for schools. Please see the information provided by TransAct customer support on 1.23.15 (email to Jen): https://drive.google.com/file/d/0B_vs_wwznWzIMXhTSnJwM196cDA/view?usp=sharing.)
- Resources
 - Are you looking for something to share with colleagues related to the stages of language acquisition and basic strategies? Check out these resources:
 - http://www.everythingsl.net/in-services/language_stages.php
 - <http://www.colorincolorado.org/article/language-acquisition-overview>
 - [Oxford Picture Dictionaries](#): Would you like one or more? **Indicate your preferences and name below!**
 - Name, District, Items Requested

- Mark Anderson, York Public Schools, 5 dictionaries please. (K-2 two, 3-5 one, 6-8 one, 9-12 one)
 - Ashleigh Lange (grades 3-5 and 9-12) - 2 for each level, please
 - Lori Toepfer, Blue Hill, K-2(1) and 3-5(1)
 -
- We have MANY resources in the library! Contact Jen (jmadison@esu4.net) to request and/or borrow a resource!
- Don't forget to check out our wiki's [Resources](#) page!
 - [OCR/DOJ English Learner Tool Kit](#)
- Network & Discussion Items (during/after lunch as necessary)
 - [Annual Hispanic/Latino Student Summit](#): Title III can help fund your ELL's attendance if supplanting isn't an issue. Please contact Jen to find out.
 - Several people contacted Jen this fall needing contacts for translation and interpreting. One common resource is NATI (below). Other specific options vary based on language, service, and location.
 - [Nebraska Association for Translators and Interpreters \(NATI\)](#) (resource for finding translator/interpreter services)
 - [NeSA-ELA Transition](#) (Changes are coming that will affect ALL students. Watch for different item types on this spring's NeSA-ELA (formerly NeSA-R). Perhaps the most significant change is the Text-Dependent Analysis (TDA), which requires students to read one or two passages and then compose a written response that requires evidence from the text. More information is posted as it becomes available on the NDE [NeSA-ELA Transition](#) webpage. Currently, questions remain about allowable accommodations for ELLs.
 - Ashleigh Lange (Nebraska City) described a partnership with Peru State College in which the PSC students work with her ELLs a few times each year. During one of those visits the PSC students and the ELLs have conversations around community resources using a locally developed brochure: http://home.windstream.net/nc82129/Community_Resource_Directory.pdf
- 11:30 Lunch (on your own)
- 12:35 NDE Updates, Terri Schuster & Brooke David
 - ELPA21
 - [NDE Website ELPA21 Website](#)
 - [ELPA21 Conference Call Notes 9.16.15](#)
 - Headset & technical spec sheets can be found [in this folder](#).
 - Terri is not recommending testing large groups of K-1 students at the same time. In fact, she recommends a very small teacher to student ratio (1:3 or better).
 - Nebraska City and Harvard were involved in the field test last year.
 - Ashleigh Lange recommends seating students with space between during the speaking portion.
 - Currently, students can playback and re-record. Students may need practice with the recording component (listening to playback, starting/stopping recording).
 - The accommodations guide has not yet been released. It will be similar to the one posted on the ELP21 website, though not exact.

- Universal Supports will be available for all students, but can be turned off for specific students (e.g., volume amplification, audio, digital notepad, flag for review, highlighter, keyboard navigation, zoom, scratch paper).
- Designated Supports can be turned off/on for specific students (e.g., answer masking, photo contrast, line reader).
- Accommodations for specific students with disabilities will be available based on the PNP (e.g., unlimited replays, Braille).
- Each student requiring designated supports or accommodations will have a Personal Needs Profile (PNP). This is part of test administration site where specific students' supports and accommodations are selected.
- Questar Technical Support
 - 877-852-3552
 - ne.elpa.help@questarai.com
 - Regular hours: 8 am - 5pm Central Time
 - Testing window hours: 7am-6pm
- Terri anticipates a corresponding screening/placement tool next fall.

● ELP Standards Study

- Brook David, NDE
 - Brooke has rich experience: formerly taught in the intensive English program at UNL and worked with high school ELL programming and family literacy in Boston. She also was an ELL teacher at Omaha Benson.
 - Brooke shared us the Academic Language Framework with the purpose of identifying commonalities between Nebraska ELA and ELP standards to highlight where ELL students will need most support.
 - The Academic Language Framework is a tool for exploring academic language in content text. The classroom and ELL teachers can use this together to support ELL students. One example can be found in *Classroom Instruction that Works with ELLs, 2nd Edition (page 30.)*
 - Brooke also provided an update on the anticipated NeSA-ELA Text Based Analysis item types. This item type assesses skills found in ELA and ELP standards (ELP standards 1-7 Function, standards 8-10 Form).
 - The Academic Language Framework can be used to support intentional planning and preparation for TDA-related skills and practice.

● 3:00 pm Close & Adjourn

- Please complete the [Event Survey](#) for today!
- Don't forget to submit a [Funding Request](#) form for your mileage!
 - 2014-15 grant members, please use the ESU 6 form for this reimbursement.
 - Grant members new in 2015-16, please use the ESU 4 form for this reimbursement. Beginning October 1, all members will use the ESU 4 Funding Request form.

● Next Steps / Items for Next Session

- (All) Register for future sessions at www.esu4.org!
 - December 7, 2015 (Program Review)

- January 15, 2016
 - April 29, 2016
 - (All) Plan to submit your district's ELL Program Review written report to Jen by June 30, 2016.
 - (Jen) Schedule time for Joyce, Imagine Learning for Aurora (in-district).
 - (Jen) Order Oxford dictionaries (Mark A., Ashleigh L., Lori T.)
 - (Jen) look into a consortium purchase of Newsela and NPR's Listen Current per the group's request.
 - (Jen) Respond to Agenda Additions:
 - *I am looking for online resources to help elementary and middle school students develop vocabulary skills and understanding of multi meaning words.*
 - *A quick sheet of accommodations, modifications to assignments for ELL students.*
 - *Empathy building/staff training on the need of ELL students.*
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